

McCLELLANVILLE MIDDLE

711 Pinckney Street
McClellanville, SC 29458

GRADES 6-8 Middle School

ENROLLMENT 174 Students

PRINCIPAL William C. Price 843-887-3232

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	28	14

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

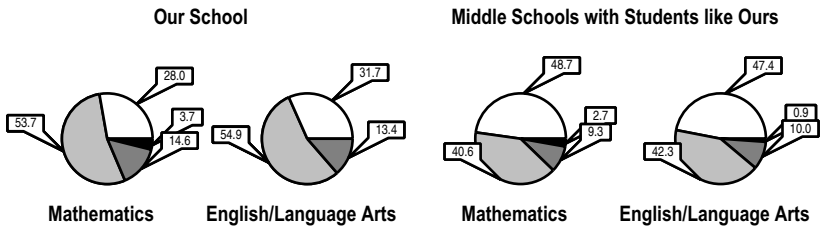
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	168	100.0	31.7	54.9	13.4	0.0	23.2	Yes	Yes
Gender									
Male	82	100.0	37.5	55.0	7.5	0.0	20.0		
Female	86	100.0	26.2	54.8	19.0	0.0	26.2		
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	157	100.0	31.2	55.2	13.6	0.0	23.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	144	100.0	25.7	58.6	15.7	0.0	26.4		
Disabled	24	100.0	66.7	33.3	0.0	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	168	100.0	31.7	54.9	13.4	0.0	23.2		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	100.0	30.9	55.6	13.6	0.0	23.5		
Socio-Economic Status									
Subsidized meals	147	100.0	33.1	54.5	12.4	0.0	21.4	Yes	Yes
Full-pay meals	21	100.0	21.1	57.9	21.1	0.0	36.8		

Mathematics - State Performance Objective = 15.5%									
All Students	168	100.0	28.0	53.7	14.6	3.7	32.9	Yes	Yes
Gender									
Male	82	100.0	30.0	58.8	7.5	3.8	28.8		
Female	86	100.0	26.2	48.8	21.4	3.6	36.9		
Racial/Ethnic Group									
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	157	100.0	27.9	53.9	14.3	3.9	33.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	144	100.0	21.4	57.9	16.4	4.3	37.9		
Disabled	24	100.0	66.7	29.2	4.2	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	168	100.0	28.0	53.7	14.6	3.7	32.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	100.0	27.2	54.3	14.8	3.7	33.3		
Socio-Economic Status									
Subsidized meals	147	100.0	27.6	53.1	15.2	4.1	31.7	Yes	Yes
Full-pay meals	21	100.0	31.6	57.9	10.5	0.0	42.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	60	100.0	33.9	46.4	19.6	N/A	19.6
	Grade 7	50	100.0	33.3	47.9	18.8	N/A	18.8
	Grade 8	58	100.0	25.0	69.6	5.4	N/A	5.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	68	100.0	48.5	36.8	14.7	N/A	14.7
	Grade 7	65	100.0	21.5	64.6	13.8	N/A	13.8
	Grade 8	35	100.0	20.0	71.4	8.6	N/A	8.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	60	100.0	25.0	57.1	16.1	1.8	17.9
	Grade 7	50	100.0	27.1	64.6	6.3	2.1	8.3
	Grade 8	58	100.0	39.3	51.8	3.6	5.4	8.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	68	100.0	36.8	38.2	17.6	7.4	25.0
	Grade 7	65	100.0	20.0	63.1	15.4	1.5	16.9
	Grade 8	35	100.0	28.6	62.9	8.6	N/A	8.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 174)				
Students enrolled in high school credit courses (grades 7 & 8)	8.3%	Down from 22.4%	9.0%	14.6%
Retention rate	10.5%	N/A	3.8%	3.0%
Attendance rate	96.1%	Up from 95.4%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%		8.5%	5.3%
Eligible for gifted and talented	12.8%	Up from 9.9%	6.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.8%	Down from 14.0%	15.1%	13.9%
Older than usual for grade	11.5%	Down from 37.5%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Down from 3.4%	1.2%	0.9%
Annual dropout rate	0.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	47.1%	Down from 50.0%	45.7%	48.7%
Continuing contract teachers	47.1%	Down from 61.1%	70.7%	81.7%
Highly qualified teachers**	100.0%	N/A	87.7%	90.4%
Teachers with emergency or provisional certificates	16.7%		13.4%	5.3%
Teachers returning from previous year	71.4%	Down from 74.1%	76.0%	85.1%
Teacher attendance rate	95.1%	Down from 96.5%	94.5%	94.8%
Average teacher salary	\$39,030	Down 5.0%	\$38,546	\$40,566
Prof. development days/teacher	17.1 days	Down from 18.2 days	11.8 days	11.0 days

School				
Principal's years at school	1.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	13.0 to 1	Down from 13.1 to 1	18.8 to 1	21.3 to 1
Prime instructional time	89.5%	Down from 90.2%	88.4%	89.3%
Dollars spent per pupil*	\$10,777	Up 11.2%	\$6,677	\$5,821
Percent of expenditures for teacher salaries*	53.3%	Down from 58.6%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.6%	Down from 99.0%	83.6%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McClellanville Middle School is turning around! We were awarded a Comprehensive School Reform Demonstration Grant for Turning Points in March 2004. Our faculty and staff are working diligently with a local and regional team to implement data-based best practices of teaching that improve student achievement. Using benchmarks within our school, our goal is to build leadership capacity and a professional, collaborative culture that will support high achievement and the personal development of our students.

Our school continues to use the PLATO program in the computer lab to increase reading and math skills and challenge middle school students. The Accelerated Reader program is part of a school-wide initiative to encourage students to read both at school and at home. Advisory classes have been added to the schedule for the implementation of mentoring, tutoring, life skills, and character development.

While we continue to progress academically, we also strive to provide an ambience in which students grow emotionally and socially. The "middle school years" are often very difficult for students as they mature and grow into young adults. We provide a warm, nurturing environment yet have clear, firm guidelines and expectations for student behavior.

It takes a combined effort of students, parents, staff, and community members to make McClellanville Middle School a great school! We encourage participation of all of these groups as we move forward in achieving performance excellence in the coming years.

Principal: Juanita Middleton

SIC Chair: Roxie White

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	33	24
Percent satisfied with learning environment	94.4%	87.9%	82.6%
Percent satisfied with social and physical environment	85.0%	84.8%	87.0%
Percent satisfied with home-school relations	44.4%	87.5%	82.6%

*Only students at the highest middle school grade level at this school and their parents were included.